**PENN CAMBRIA SCHOOL DISTRICT   
English as a Second Language Program Plan**

Table of Contents

[Purpose and Overview 1](#_Toc266970340)

[Enrollment of Students (see BEC: Enrollment of Students) 1](#_Toc266970341)

[Identification of English Language Learners (see BEC: Educating Students with LEP and ELL) 2](#_Toc266970342)

[Parent Communication 3](#_Toc266970343)

[Parents’ Limited Right to Opt Out of ESL Program 3](#_Toc266970344)

[Student and Parent Orientation Procedures 4](#_Toc266970345)

[Instructional Models 4](#_Toc266970346)

[Exit Criteria 6](#_Toc266970347)

[Monitoring of ELLs after Program Exit 7](#_Toc266970348)

[Special Education Services 7](#_Toc266970349)

[Participation in School Programs and Extra Curricular Activities 8](#_Toc266970350)

[Professional Development for Teachers and Staff 8](#_Toc266970351)

[Complaint Procedures 9](#_Toc266970352)

[Program Evaluation 9](#_Toc266970353)

# Purpose and Overview

The purpose of this plan is to describe how Penn Cambria School District will meet both the legal and educational requirements governing the education of students with Limited English Proficiency (LEP), also known as English Language Learners (ELL). State regulations (22 Pa. Code §4.26) requires that every school district provide a program for each student whose dominant language is not English. In addition to this program plan, reference should be made to the Basic Education Circular for Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL) for more complete requirements and interpretations with regards to legal mandates governing the education of English Language Learners.

# Enrollment of Students (see BEC: Enrollment of Students)

In addition to following normal enrollment procedures the following applies to ELL’s.  
English language learners must be enrolled upon presentation of a local address and proof of immunization. It is not appropriate to deny students access to school for any period of time while verifying the information that they present. Subjecting them to scrutiny that is not part of the normal enrollment process is discriminatory.   
  
 NOTE: Students are not required to provide Social Security numbers or immigration status information as a condition for enrollment and may not be denied enrollment as a result.

Upon entrance into the Penn Cambria School District, all students will be given a **Home Language Survey (HLS)** to be completed by a parent or guardian, at the time of registration (see Appendix A). The school secretary or guidance counselor conducting the registration will be responsible for distributing and collecting the HLS during registration for enrollment.

If any of the responses to the following three questions on the Home Language Survey indicate a language other than English, the student has now been identified as a PHLOTE student (Primary Home Language Other Than English) and **must** be assessed for potential placement in a program.

1. What is/was student’s first language?
2. Does the student speak a language other than English (excluding those learned in school) and if so, specify which language)?
3. What language(s) is/are spoken in your home?

The building secretary, counselor or person responsible for enrollment will quickly forward a copy of the HLS to the ESL Coordinator (Director of Curriculum). The original HLS will be kept in the student’s cumulative file.

Building secretaries and guidance counselors will receive annual refresher training on enrollment procedures related to the Home Language Survey.

# Identification of English Language Learners (see BEC: Educating Students with LEP and ELL)

Penn Cambria School District will use the **WIDA ACCESS Placement Test (W-APT)** as required by PDE to assess students for placement in language instructional programs for ELLs.

Parent permission to assess is not required. However, parent notification of student assessment results and placement in an ESL program is required.

According to the results of the English language proficiency assessment, the student will be identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, and Level 5, Bridging. The highest level is Level 6 Reaching, which indicates fluency in English.

A student that scores a 5.0 or higher on the W-APT is considered to not require ESL instruction and does not enter ESL classes.

The W-APT results are one indicator for placement in an ESL program and must be used in combination with multiple criteria (ex. classroom grades in core subjects, scores on district-wide assessments and PSSA scores) to determine appropriate placement.

Identification and assessment of PHLOTE students will be completed within thirty days at the beginning of the school year with instruction to begin immediately if ESL program is warranted. If students register after thirty days, assessment will take place within 14 days and if they are ESL, instruction will start immediately. According to the results of the W-APT, the student will be identified as Level 1 Entering, Level 2 Beginning, Level 3 Developing, Level 4 Expanding, and Level 5, Bridging. The highest level is Level 6 Reaching, which indicates fluency in English.

Documentation of the English language assessment results and placement determination will be maintained in the student’s cumulative file by the ESL teacher or that building administrator. Each year, documentation of ESL services received by each student will be updated to ensure continuity of and access to this information. A list of all PHLOTE students and their placements and progress will be formulated by the district ESL coordinator. This list and its information will be disseminated to all staff in buildings where LEP students are served.

# Parent Communication

Communication with parents will be in the parent’s preferred language. Written notices will be translated by TransACT, district translators, translators identified by Intermediate Unit 08, local universities or by assistance of services such as A T & T Language Line. Interpreters will be provided for parent conferences, as needed. Building notices and communications are to be translated as required.

Parent permission is not required for assessment. However, parents will be notified to assessment results and placement in an ESL program. Parents will receive a copy (in preferred language) of this ESL Program Plan that defines the core program for all students.

# Parents’ Limited Right to Opt Out of ESL Program

As required by 22 Pa. Code §4.4 (d)(3), parents may only have their children excused from specific instruction if the specific instruction conflicts with their religious beliefs. Consequently, a parent may not seek to have his or her child excused from the ESL program at PCSD unless the parent provides Penn Cambria School District (ESL Coordinator, ESL teacher, building principal or Superintendent) with a written request based upon conflicts with the families religious beliefs.

# Student and Parent Orientation Procedures

Penn Cambria School District will inform parents who may speak a language other than English of all matters of which other parents are notified.

An orientation program for parents and students relevant to ESL will be conducted for qualified families. This orientation will be held annually in August or within 15 days of registration during the school year. This orientation will identify all available services in the parent’s (parents’) native language.

# Instructional Models

Penn Cambria School District will offer the following program models for LEP students based upon sound educational theory and an evaluation of the resources and personnel to implement the model effectively.

1. Sheltered English in ESL classroom
2. English Language Development/ ESL Pull Out in an ESL classroom
3. ESL Push In within regular classroom (planned and structured within school day)

Curriculum and instruction within the ESL program model will be aligned to the PA Academic Standards for Reading, Writing, Speaking and Listening and the PA English Language Proficiency Standards for ELL’s (Appendix B).

The following guidelines, based on language proficiency levels, will be considered when planning direct instruction provided by the ESL program.

Entering (Level 1) and Beginning (Level 2) – 2 hours of instruction daily

Developing (Level 3) – 1-2 hours of instruction daily

Expanding (Level 4) – 1 hour of instruction daily

Bridging (Level 5) – Up to 1 hour of instruction daily (push-in or pull out)

Language Instruction and adaptations to instruction/assessment will be commensurate with the student’s proficiency level (i.e. students at levels 1-3 require more instruction/adaptations than students at levels 4 and 5). For a complete description of the language proficiency levels see pages 6-8 of the Pennsylvania English Language Proficiency Standards, 2007 (Appendix B).

Direct English language instruction will not take place during other content area classes which are required under 22 Pa. Code §4.

In the ESL class, English will be presented as the language of instruction in a language intensive setting. Basic Interpersonal Communication Skills (BICS), as well as Cognitive Academic Language Proficiency (CALP) will be developed.

In the content classes, ESL students will participate to the level of their English proficiency with adaptations and modifications made by the regular classroom teacher with the ESL teacher acting as a resource.

For the purpose of ESL instruction, scheduling and individual facility constraints will guide the actual presentation and make subtle differences in an equal offering for each building.

In situations where there are too few students, they may be grouped across grade levels for the purpose of ESL instruction, never having more than a three-year grade span. Instruction will always be age and grade appropriate, based on the Pennsylvania Academic Standards.

At the elementary level (grades K-4), all ESL students will receive art, music and physical education with their mainstream peers. Each ESL student will be placed into mainstream homeroom, lunch and recess schedules. ESL students are to be included in all activities, projects, events and field trips. Elementary students will receive ESL direct instruction through a pullout program of language arts and reading or an ESL push-in program depending upon assessment results. Instruction in math, science, health and social studies, as well as other content areas, will be modified and adapted to the English linguistic ability of the ESL student.

At the middle level (grades 5-8), students will receive art, music, technology education, family and consumer science, physical education and keyboarding with their mainstream peers. Middle level students will receive ESL services through a pull-out program of language arts and reading or an ESL push-in program depending upon assessment results. Instruction in the content areas such as math, social studies, science and health will be modified and adapted to the English linguistic ability of the ESL student. An ESL teacher may serve as a co-teacher in the regular classroom as needed. Each ESL student will be placed into mainstream homeroom and lunch schedules. ESL students are to be included in all activities and field trips.

At the high school level (grade 9-12), all ESL students have the opportunity to receive physical education, foreign language and to select electives such as, art, home economics, band, chorus, drama, etc., as a requirement or an elective with their mainstream peers. Sheltered ESL classes, ESL pull out instruction and/or ESL push in instructional support for English instruction will be made available as needed based upon assessment results. Instruction in the content areas such as math, social studies, science and health will be modified and adapted to the English linguistic ability of the ESL student. An ESL teacher may serve as a co-teacher in the regular classroom as needed. All ESL students will have the same opportunity to attend the Admiral Peary Area Vocational-Technical School as their mainstream peers. ELLs participating in vocational programs will be provided ESL instruction and adaptations appropriate to their level of proficiency while attending APAVTS. Each ESL student will be placed into mainstream homeroom, and lunch schedules. ESL students are to be included in all activities and field trips

Penn Cambria School District mandates modification and adaptations of instruction for all ESL students in the mainstream, regular classroom.

In addition, Penn Cambria School District mandates that instructional materials for ESL students are age and grade appropriate, sufficient in quantity and quality and comparable in quality and quantity to those provided for non-ESL students. The ESL program is to be equipped with technology comparable in quality and quantity to that provided to non-ESL students. The facilities provided for ESL programs will be comparable to those provided to non-ESL student. Where space is limited, the district explores options based on current resources.

# Exit Criteria

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student’s English language proficiency to exit from an English language instructional program.

In order to meet the required State exit criteria for Pennsylvania’s English language instructional programs for ELLs, PCSD uses both of the required exit criteria listed below. In addition, students must also meet one of the 2 additional exit criteria provided below to exit from an English language instructional program.

***Required Exit Criteria:***

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra 1 Keystone AND PSSA reading or Literature Keystone.

**Special Circumstances:**

* For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.
* For students that are in a grade that is not assessed with the PSSA, LEA’s must use each of the remaining criteria listed below to exit students.

2. Composite score of 5.0 on a Tier C ACCESS for ELLs assessment (to view cutoff score flexibility if student scores 4.5 to 4.9 see PDE State Required Exit Criteria for PA’s EL Instructional programs for ELLs Revised July 2013)

***Additional Exit Criteria:***

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies).

2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA math or Algebra 1 Keystone AND PSSA reading or Literature Keystone assessments.

# Monitoring of ELLs after Program Exit

PCSD will monitor students for two years after a student exits the ESL program to ensure that he/she is continuing to progress and be successful without encountering difficulty as a result of English language skills. Appropriate records of student progress will be maintained in the permanent student file. PCSD will use the Post-Exit ELL Monitoring Form for both Elementary and Middle/Secondary developed and distributed by PDE as the instrument to conduct monitoring (see Appendix A). This monitoring will be conducted with input by both the classroom teacher and a certified ESL Program Specialist (ESL teacher) under the direction of the ESL coordinator (Director of Curriculum and Instruction).

During the monitoring period, any student encountering academic difficulty that is determined to be the result of English language skill may be reclassified and placed back into an ESL education program if needed.

Parents will be notified of student’s progress and any evaluation to reclassify the student into an ESL program if the monitoring process results in an identified need for continued ESL instruction.

# Special Education Services

ELLs may be eligible for special education services. Penn Cambria School District does not place any student into special education programming based on their limited English proficiency. The guidelines and time frames for special education are the same for both ESL and non-ESL students in accordance with the Individuals with Disabilities Education Act (IDEA).

In the case of ESL students under consideration for special education services, a bilingual psychologist or a translator guided by a psychologist will administer the testing instruments for assessment. The student’s dominant language will be the guiding language for the psychological assessment. As needed, all special education documents will be provided to the parents in their native language.

As needed, parents will be notified of the results of the Comprehensive Evaluation Report (CER) in the native language. The CER will indicate the student’s level of English and native language proficiency. Based on these results, when an ESL student has been determined to need specially designed instruction, an Individual Educational Plan (IEP) will be written for that student. The services, which will address the student’s needs, are found in the IEP. The ESL coordinator for the district and the ESL teacher will participate on the IEP team. At the IEP meeting translators will be present, as needed, to assist the parents in understanding the process, as well as, to enable the parents to have input in the IEP decision-making process.

The academic program for an ELL student with a disability must consider ESL just as it must consider any other general curriculum services available. Special education services cannot replace an English language instructional program.

ESL students eligible for gifted services will be assessed and placed according to the guidelines of Chapter 16 of the Pennsylvania School Code. In the case of ESL students under consideration for gifted education services, a bilingual psychologist or a translator guided by a psychologist will administer the testing instruments for assessment. The student’s dominant language will be the guiding language for the psychological assessment. An ER or a GIEP will be developed in the same manner stated above for the Special Education Student.

Also, ESL students will receive access to Title I and vocational programs in an equitable fashion as compared to their peers.

# Participation in School Programs and Extra Curricular Activities

ESL students in Penn Cambria School District will have equal access for participation in any school related activity, when appropriate for age and gender. ESL students will receive equal access to all district extra opportunity programs. These include, but are not limited to, the following programs: Title I, gifted education, and vocational education. Furthermore, ESL students will have equal opportunity to participate in all extracurricular, co-curricular and club activities that are available to other students, also categorized as extra opportunity programs. Penn Cambria ensures that the selection and/or application process for extra opportunity programs will not rely solely on measures of English language proficiency. All district staff shall be familiar with procedures to recommend a student for extra opportunity programs. The district will inform ESL students and their parents about extra opportunity programs, and when necessary, in their native language.

Penn Cambria will seek to provide native language assistance, as needed, for effective application and participation by ESL students in extra opportunity programs. ESL students must follow district procedures and policy when applying or participating in extra opportunity programs, but may be provided with language support, as needed.

# Professional Development for Teachers and Staff

Professional development focusing on an understanding of ELL characteristics and requirements for accommodation will be offered to all PCSD faculty. Professional development specific to requirements and techniques for effective classroom accommodations for ELL’s will be provided annually for each classroom teacher who has an ELL student in his/her classroom. This professional development will be provided through sessions with the ESL coordinator, coaching and instructional support provided by the ESL teacher and through attendance at professional meetings and conferences as appropriate.

All non-professional and support staff members will receive awareness training on registration procedures and working with ELL students.

# Complaint Procedures

Complaints regarding the Penn Cambria ESL program will be submitted to the district ESL coordinator. All complaints will be investigated by the ESL Coordinator and resolved in an equitable and expedient manner. At the direction of the superintendent, the ESL coordinator will convene a committee of stakeholders to collectively address the complaint.

See also PCSD Federal Complain Resolution Procedures.

# Program Evaluation

At the end of each school year in which ESL service occurs, the Penn Cambria School District will conduct a comprehensive evaluation of its ESL program. This evaluation will be conducted using the English as a Second Language Self-Assessment Tool provided by PDE (Appendix A).